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preparation for employment	curriculum content	screening procedure	
high school dropouts	work-experience	employable skills	
teacher-coordinator	work attitudes	work habits	

17. ABSTRACT (MAX. 250 WORDS)

STEP is a state-sponsored experimental project designed to help pupils now 15 years of age who have been identified as potential dropouts and to put in effect a program of instruction and school supervised work-experience that will develop those habits, attitudes, and skills which will enable the pupils to obtain suitable employment when they leave school, or, in some cases, rekindle the spark for education so they will return to a regular school program and complete their high school education.

The curriculum will include group and individual meetings with the teacher-coordinator to consider the labor market and employee responsibilities; and mathematics, social studies, and English from the normal school curriculum will be studied. The work-experience part of the program will consist of fifteen hours of employment per week. Concentration will be on private establishments, and employers will furnish a series of planned experiences. The students' progress will be reported to the coordinator through written forms and consultation. A psychiatric team will be utilized to maximize the effect of the program on the students. A diagram of the alternatives available to a student who has completed the program is included. In the selection process students will be referred by all junior high school guidance counselors, and parent interviews will be required for all who enter the program. Appended are charts which show the relationship of STEP to the Madison Area Project and to the overall program dealing with the dropout.

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ERIC Form 1

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ED002457

CITY SCHOOL DISTRICT
M A D I S O N A R E A P R O J E C T
Syracuse, New York

A SCHOOL-TO-EMPLOYMENT PROGRAM

FOR THE

SYRACUSE PUBLIC SCHOOL SYSTEM

1963-1964

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Dr. Mario D. Fantini
Director

Joseph P. Cangemi
Vocational and Placement Coordinator

Dr. Franklyn Barry
Superintendent of Schools

ED002457

Please Return To:
CLEARINGHOUSE
CENTER FOR RESEARCH AND DEVELOPMENT
ON EDUCATIONAL DIFFERENCES
HARVARD GRADUATE SCHOOL OF EDUCATION

MADISON AREA PROJECT

CITY SCHOOL DISTRICT
SYRACUSE, NEW YORK

THE SCHOOL TO EMPLOYMENT PROGRAM

2. The Proposal

2a. The Problem

STEP, the School to Employment Program, is a State-sponsored experimental project designed to help pupils now 15-years-of-age who have been identified as potential drop-outs and put in effect a program of instruction and school supervised work-experience that will develop those habits, attitudes and skills which will enable them to obtain suitable employment when they leave school or, in some cases, rekindle the spark for education so that they return to a regular school program and complete their high school education. It will be an integral but separate part of the Madison Area Project World-of-Work Training Program.

The need for this type of program is shown not only by the large number of school dropouts but in the problems created by these youngsters in the labor market and, in many cases, juvenile delinquency. These boys and girls who have left school are ill equipped educationally and emotionally for the world of work and automation has added to their problems of obtaining work. They not only have little or nothing in the way of skills to offer a prospective employer, but their general habits and attitudes are also largely negative. In the Madison area, the out-of-school and unemployment rate is dangerously high. Better preparation for the world of work or strengthened school holding power is needed.

The essential problem of this group is that they have not found a satisfactory avenue or channel of growth toward adult competence. Since they are failing in school, they cannot grow up by means of the school. They need an alternative pathway to that offered by the school as we now know it. The school is not meeting the needs of these alienated youth; STEP is one of the ways to better neet these needs.

2b. Program Procedures

1. Curriculum
   a. School

      The students will meet with the teacher-coordinator as a group each day. They will meet with him individually a minimum of two times per week. The group meetings will take into consideration the local labor market, preparation for entrance into it, employee-employer relationship, employee responsibility, plus other topics to prepare a student for

absorption into local commerce should he decide to leave school. The teacher-coordinator will lend whatever assistance is necessary to students who find their employment tasks difficult.

Students in the program will be assigned mathematics, social studies, and English from the normal school curriculum. A team teaching approach will be used when applicable and practical. The program will be located at Madison Junior High School. The Madison Area Project will allow all of its facilities and staff to be utilized in helping this program to be most successful.

STEP will be a distinct yet integral part of the Madison Area Project (MAP), an experimental educational program aimed at improving educational opportunities for culturally disadvantaged children and youth.

b. Work Experience

Work stations in public and private agencies and establishments will be utilized. Concentration will be on private establishments.

In both types of establishments (private and public) an individualized, personalized program will be developed. Employers in the program will be expected to furnish the student with a series of planned experiences, rather than a concentration on "keeping him busy". Menial tasks will be experienced <u>only</u> as part of a larger experimental program. Employers who have menial tasks in mind as an end in itself will not be negotiated. A sample of an individualized on-the-job experience program is included.

A concentrated attempt will be made to place STEP students in a non-school environment. Since negative identification may result with school work situations, private employment is viewed more positively for STEP students. We will attempt to place the majority of our students in private commerce.

Students will get the experience of being interviewed for the position desired just as would anyone else. Application procedures will also follow as if he were seeking full-time employment.

Students will receive their stipends from the employer if engaged in private establishments. If engaged in public agencies, the school district will make payment.

In public agencies, they will receive $.80 per hour.

Students in the STEP Program will be employed three hours per day, fifteen hours per week.

People responsible for the student on the job will report the student's progress to the coordinator, who will visit the work station frequently. Written forms will also be utilized.

A written agreement between the student, teacher-coordinator, and the work station supervisor concerning the student's duties will be required.

c. Special Services

A psychiatric team, functioning in the Madison Area Project, will be utilized to maximize the effect of the STEP Program on the students. The psychiatric team includes: a psychiatrist, a clinical psychologist, a psychiatric social worker, a guidance counselor, and a vocational rehabilitation specialist.

Because of the nature of the Madison Area Project, additional services will be available to STEP students that could not have been available under normal circumstances.

The district (and the Madison Area Project specifically) will undertake to improve the basic skills of the students in the program and will do it through a team-teaching approach, by utilizing consultants, and by utilizing hand-picked, professionally capable teachers, who can competently teach these students basic subject material.

Attempts will be made to relate subject matter in such a fashion that it has particular reference or interest to the on-the-job experience.

d. Teacher-Coordinator

The teacher-coordinator is a licensed professional with many years of administering a diversified occupations program. He has also had teaching experience, placement, industrial, and business experience. He is an experienced counselor.

e. Termination

When students are terminated with the STEP Program, they will have several available alternative paths, a diagram of which is inserted for your inspection. The New York State Employment Service will take a partnership role with the Madison Area Project. (See Chart D, Page 10)

2c. Student Participants

The form for selection of potential dropouts is enclosed. teachers and counselors will select students for the STEP Program. Both boys and girls will enter the program. Twenty students will be involved with the program, and each parent will be seen personally. Subsequent meetings with parents will follow. (See Page 12)

Screening procedure for STEP Program:

A. Acquaint Junior High School Guidance Counselor in high incident dropout schools with the program and ask for referrals.

B. Referrals from counselors.

C. Holding Power Data Forms distributed in triplicate for each referral.

D. Preliminary screening of referrals.

E. Methods of screening.

(1) One criteria was a minimum of five vulnerable checks on the Holding Power Data Form. (Copy attached, Pg 12)

(2) Teachers and counselors recommendations as indicated by comments on above form.

(3) Individual conferences with students who might fit into the program.

(4) Selection of students.

F. Parent interviews.

(1) Description of program.

(2) Give "Information to Parents" form. (Copy attached, Page 14)

(3) Parental decision. If favorable, signed "Approval" form. (Copy attached, Page 15)

2d. Advisory Council

The Advisory Council will meet monthly and draw its members from organizations in the area that can best benefit the program. The Onondaga County Youth Board has an Advisory Committee and this committee will serve as STEP's advisory group. The Advisory Council or the Onondaga County Youth Board is the same that assisted the STEP Program during the 1961-1962 school year.

2e. Evaluation

The evaluation of the program will be in the hands of the School District Research Service. Attempts will be made to work out effective follow-up measures. A control group will be selected, and parents will be notified as to their child's

performance by periodic conferences or by a progress report which will be taken home by the student.

The Madison Area Project Special Staff will be available as a resource to the STEP Program. Because of Madison Area Project's close relationship with Syracuse University and local social agencies, the resources of many other institutions will also be available as the need arises.

STEP is an integral phase of a larger Madison Area Project program dealing with alienated youth. The World-of-Work Program as such strengthens a program for school leavers.

The following charts are attached:

CHART A (page 7)

Page 1 - Shows the relationship of STEP in the City School District setting, including the Madison Area Project.

Page 2 - Shows the relationship of STEP to the Madison Area Project.

CHART B (page 8)

Concerns with the relationship of the STEP Program to an overall program dealing with the dropout.

CHART C (page 9)

Depicts the sequence for the STEP Program.

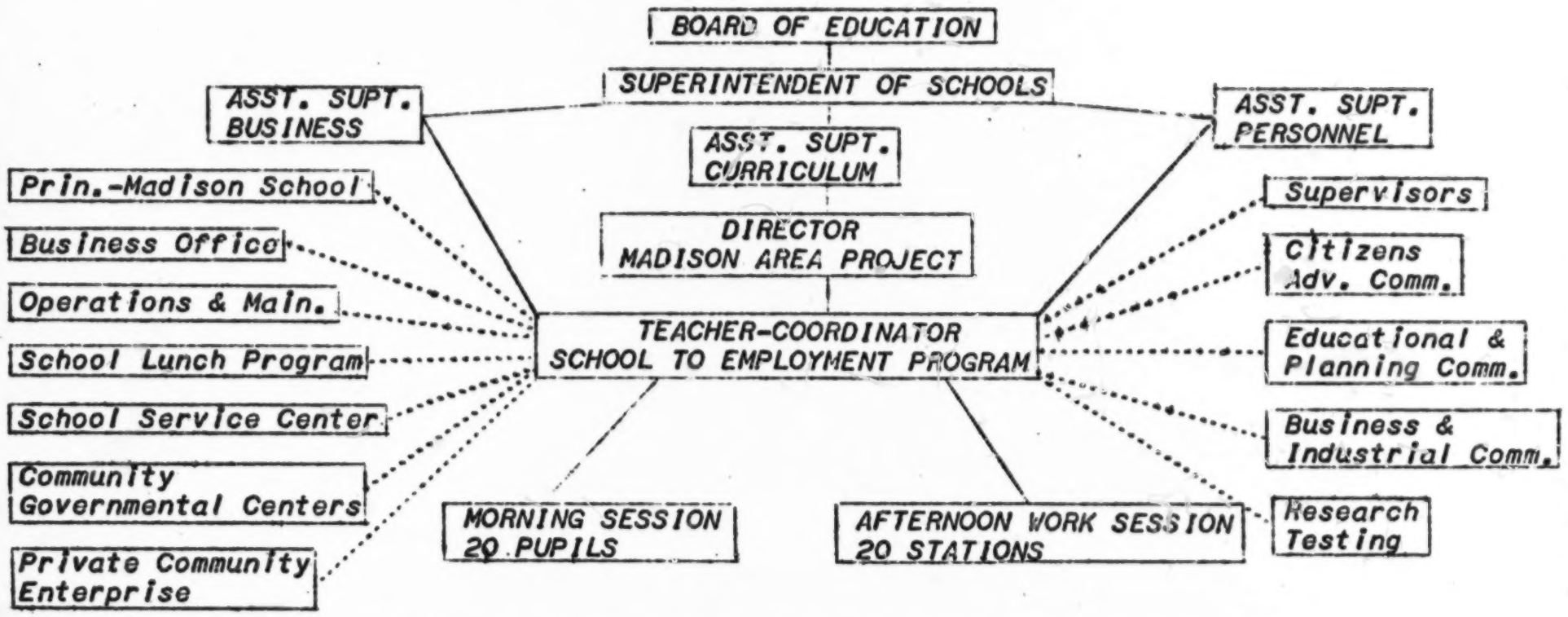
CHARTS B (page 8), C (page 9), and D (page 10) - focus on the various aspects of the STEP Program.

CHART A

ORGANIZATIONAL CHART

SYRACUSE PUBLIC SCHOOLS

SCHOOL TO EMPLOYMENT PROGRAM



MADISON AREA PROJECT

SERVICES

SPECIAL STAFF PERSONNEL - STEP

Assistant to the Director
Audiovisual Coordinator
Community Coordinator
Curriculum & activities Coord.
Director
Post Graduate Social Workers, Syracuse University (3)
Psychiatric Social Worker
Psychologist
Research Coordinator
School Volunteer Coordinator
Supervisor, School of Social Work, Syracuse University
Vocational & Placement Coordinator

Business & Industrial Comm.
Educational & Planning Comm*
Vocational Rehabilitation Serv.

* Composed of educational advisors from SU and Syracuse ed. system; includes psychologists, administrators, guidance personnel and teahcers

CHART B

MADISON AREA PROJECT
WORLD-OF-WORK TRAINING PROGRAM

ORGANIZATIONAL OUTLINE

STEP PROGRAM

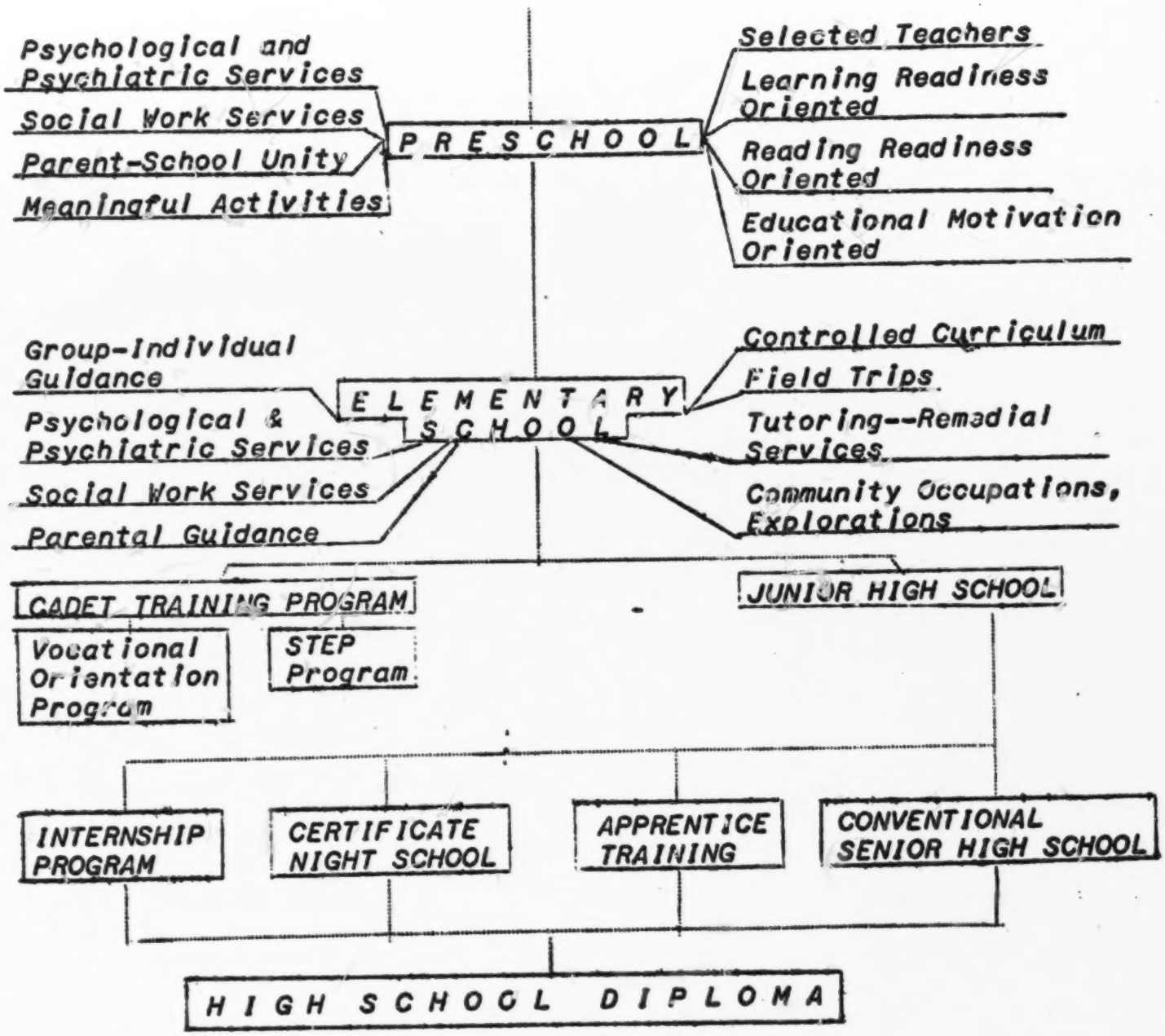
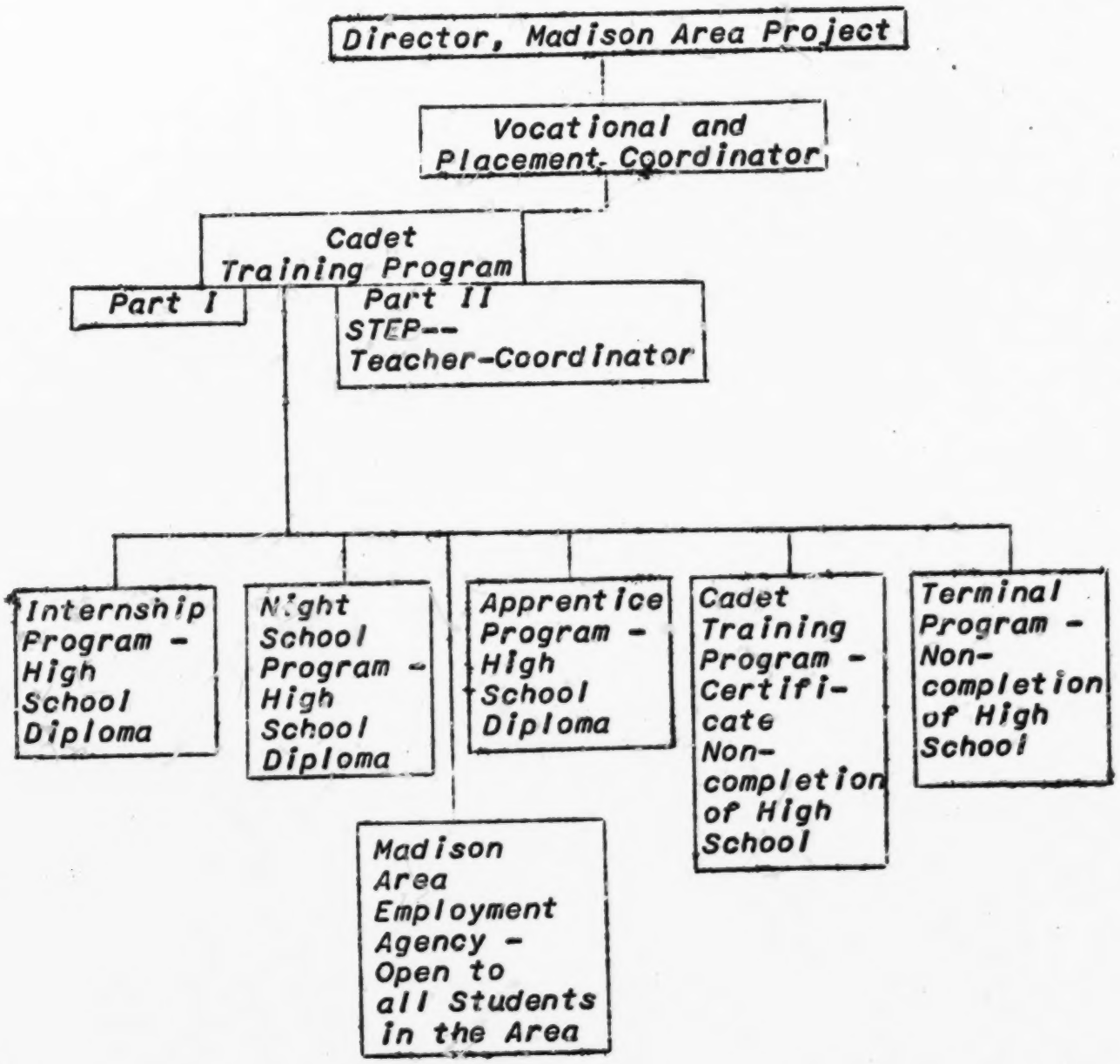


CHART D

MADISON AREA PROJECT

STEP -- Personnel Organization Chart


Director, Madison Area Project
Vocational and Placement Coordinator
Cadet Training Program
Part I
Part II STEP-- Teacher-Coordinator
Internship Program - High School Diploma
Night School Program - High School Diploma
Apprentice Program - High School Diploma
Cadet Training Program - Certificate Non-completion of High School
Terminal Program - Non-completion of High School
Madison Area Employment Agency - Open to all Students in the Area

MADISON AREA PROJECT

The following are samples of the individualized curriculum and vocational experiences students in the STEP Program will receive.

A program will be set up utilizing the student's interests and aptitudes, while taking into serious consideration the level of instruction found to be most adaptable to his learning ability.

MADISON AREA PROJECT

APPENDIX

Pages 11 through 15 - which preceed the individualized curriculum and vocational experiences concern instruments which have been developed to deal with diagnostic, informative, and evaluative dimensions of the STEP Program.

Pages 12 through 21 - Cover student interne work stations and the duties covering this assignment.

MADISON AREA PROJECT

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Guidance
Albany 1

Holding Power Project
Form Number II
April 1954

PUPIL HOLDING POWER DATA

_____ _____
Teacher reporting Date

Below are listed potential factors in early school leaving or retention. Only definitely negative and positive characteristics are shown; hence, it may not be possible to check every item for each student. Items in Part I may be obtained from school records or observation by the person responsible for completing this form. Items in Part II should be a summary of the opinions of all teachers under whose supervision the pupil comes during the school year.

PART I

_____ _____ _____ _____ _____
Last name First Initial Age Grade

FACTOR	VULNERABLE TO DROPPING OUT		FAVORABLE TO RETENTION	
A. Age	Old for grade group (over 2 years)	____	At age for grade group	____
B. Physical Size	Small for age group Large for age group	____ ____	No size demarcation	____
C. Health	Frequently ill. Easily fatigues	____	Consistently good health	____
D. Participation in School activities	None	____	Planned and reasonable	____
E. Participation in out-of-school Activities	None	____	Planned and reasonable	____
F. Grade Retardation	One year or more retarded	____	At grade or above	____
G. Father's Occupation	Unskilled Semi-skilled	____ ____	Professional Semi-professional Managerial	____ ____ ____

MADISON AREA PROJECT

Form II - Page 2 — PUPIL HOLDING POWER DATA

FACTOR	VULNERABLE TO DROPPING OUT		FAVORABLE TO RETENTION	
H. Educational Level Achieved by:				
Father	Grade 7 or below	____	Grade 10 or above	____
Mother	Grade 7 or below	____	Grade 10 or above	____
I. Number of children in family	Five or more	____	Three or less	____
J. School-to-School Transfers	Pattern of "jumping" from school to school	____	Few or no Transfers	____
K. Attendance	Chronic absenteeism (20 days or more a year)	____	Seldom absent (10 days ar less a year)	____
L. Learning Rate	Below 90 IQ	____	Above 100 IQ	____
M. Ability to Read	Two years or more below grade level	____	At or above grade level	____
N. School Marks	Predominantly below "C"	____	Predominantly "B" or above	____

PART II

O. Reactions to School Controls	Resents controls	____	Willingly accepts controls	____
P. Acceptance by Pupils	Not liked	____	Well liked	____
Q. Parental Attitude Towards Graduation	Negative	____	Positive	____
	Vacillating	____	United	____
R. Pupil's Interest in School Work	Little or none	____	High	____
S. General Adjustment	Fair or poor	____	Good	____

Additional Comments:

MADISON AREA PROJECT

BOARD OF EDUCATION
CITY SCHOOL DISTRICT
Syracuse, New York

INFORMATION TO PARENTS
about
THE SCHOOL TO EMPLOYMENT PROGRAM

1. Program

The Syracuse School System and the Madison Area Project, in cooperation with the State Education Department, is going to conduct a program especially designed for 15-year-old boys and girls intending to leave school at their sixteenth birthday. Boys and girls selected for this program will spend the morning in a special class and the afternoon in a school-supervised, released-time work program.

2. What will Pupils do:

Pupils selected for this opportunity will follow this school program.

a) Class work and conferences in the morning with the teacher-coordinator.
b) Job placement in schools or other public agencies in accordance with their skills and abilities.
c) An afternoon work period limited to four hours per day.
d) Paid employment. The pay scale established in this work-study program is 70¢ per hour while the child is working.

3. Purposes:

a) Improve the pupils employability.
b) Bridge the gap between school and employer.
c) Decrease the rate of job turnover after leaving school.
d) Develop favorable attitude toward work.
e) Learning the importance of regular attendance and punctuality.
f) Learning simple skills and good work habits.
g) Learning to follow directions and to assume responsibilities.
h) Awareness of the need for improvement in English, Arithmetic, etc.
i) Decrease the rate of school drop-outs.
j) Extending and possibly completing their high school education.

4. What Can Parents Do:

If you approve of this program, you can help by talking it over with your child and try to impress on him the importance of following the standards and accepting the responsibilities that are necessary for the program's successful operation.

MADISON AREA PROJECT

BOARD OF EDUCATION

CITY SCHOOL DISTRICT

SYRACUSE, NEW YORK

PARENTS APPROVAL FOR SCHOOL TO EMPLOYMENT PROGRAM

Date_____

Dear Sir:

We have read "Information to Parents-School-to-Employment Program". We realize that the employment involved is a CLASSROOM AWAY FROM SCHOOL and have discussed the entire program with the teacher-coordinator and with our child. We approve of this plan and will put forth every effort to help our child comply with the standards and responsibilities established by the Syracuse School System.

_____

Parent or Guardian

MADISON AREA PROJECT
SYRACUSE PUBLIC SCHOOLS
"STEP"

Training Report

Student_____ Agency_____
Work Experience_____ Supervisor_____
Hours worked this week_____ Week Ending_____

Please rate the student in the following areas by circling the appropriate item. Give your frank opinion, as the trainee wants to improve so that he will become a successful worker.

1. QUANTITY OF WORK (Consider speed and amount)
   High Average Low

2. QUALITY OF WORK
   Thorough Average Poor Careless

3. DEPENDABILITY
   Always on time Reliable Regular attendance
   Gropes for excuses Unreliable Irregular attendance

4. INDUSTRY AND INITIATIVE
   Completes assignments promptly and efficiently
   Does additional work without being told
   Requires normal amount of supervision
   Needs constant supervision

5. COOPERATION
   Respects rules Works well with others
   Volunteers assistance Often breaks rules
   Indifferent Difficult to get along with

6. COURTESY
   Practices common courtesies Needs help with manners

7. GENERAL ATTITUDE
   Shows enthusiasm Agreeable and well-liked
   Hostile Is appreciative and accepts criticism

8. GROOMING AND HEALTH HABITS

Nails:	Clean	Neglected	
Hair:	Neat	Unkept	Suggest barber or hairdresser
Teeth:	Healthy	Offensive	Suggest physician or dentist
Skin:	Clear	Blemish	
Posture:	Good	Poor	
Make-up:	Correct	Extreme	
Shoes:	Shined	Neglected	

   Daily bath, clean clothes, and deodorant appear routine:
   (Yes) (No)

9. PERSONALITY AND OUTLOOK
   Cheerful Moody Smiles Often Antagonistic
   Sullen Has Charm Slow Moving Indifferent

10. DEGREE OF EMPLOYABILITY
   Employable Placeable with some difficulty
   Probably unemployable Placeable with considerable difficulty
   Unemployable

Please return to: Teacher-Coordinator

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
Syracuse, New York

STEP PROGRAM

Training Objective _____ Training Center _____

Student Interne _____ Age _____ Address _____ Phone _____

Address _____ Phone _____ Director of Training Center _____

Date of Training _____ Work Hours _____ Supervisor, Student Interne _____

Coordinator, Student Training _____

.....

Photographer's Assistant

Cameras

Selection of Camera
- analyzing subject matter
- portraying subject matter
- use of 35mm camera
- use of press camera

Selection of Film
- general purpose of film
- process film copying
- color negatives, slide material

Measurement of Light
- use of the light meter
- incident light
- reflected light

Developing Film

Dark Room Procedures
- use of lighting for physical facilities
- selection of developers
- time and temperature development
- rinsing and fixing film
- drying film techniques
- proofing films

Photographic Printing

Enlargement and Contact Printing
- selection of paper contrast

preparing paper developer
exposure and development of print
washing and drying print
post-treatment of print

Captions and Lettering

Layout Techniques
selection of backing materials
selection of adhesive materials
mounting techniques
font families of printer's type
Hand lettering

Displaying of Materials

Student Preparations

Daily Requirements
observe carefully all demonstrations by supervisor
take thorough notes of each demonstration
practice and review each phase for the supervisor
be prepared at any time for details of training covered
present a clean wholesome appearance at all times
maintain a professional attitude with all personnel
report promptly each day to supervisor
in the event of absence call supervisor

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
Syracuse, New York

STEP PROGRAM

Training Objective _____ Training Center _____

Student Interne _____ Age _____ Address _____ Phone _____

Address _____ Phone _____ Director of Training Center _____

Date of Training _____ Work Hours _____ Supervisor, Student Interne _____

Coordinator, Student Training _____

.....

Sequential Training Experiences

Office Etiquette

Office Telephone
- answering incoming calls
- routing calls on the intercom
- taking return messages
- routing return telephone messages

Office Desks
- care and cleaning
- filing of in and out copy
- supplies of personnel maintained

Public Relations

Newspaper and Publications
- scans daily publications
- marks those of interest to MAP
- routes articles to Shirley Hall
- clips and mounts selected articles
- files all copies used

Office Stock Inventory

Running Inventory
- check daily stationery usage
- check off inventory card of all stock
- maintain supplies to mimeo and ditto machines
- adjust inventory of stock
- file requisition slips
- re-order stationery stock
- maintain janitorial supplies

Conference Room

Conference Room Log
- arrange appointments for use of the room
- maintain needed physical arrangements for each meeting
- order and prepare refreshments as desired
- keep a record of the activities for routine scheduling

Student Preparations

Daily Requirements
- observe carefully all demonstrations by supervisor
- take thorough notes of each demonstration
- practice and review each phase for the supervisor
- be prepared at any time for details of training covered
- present a clean wholesome appearance at all times
- maintain a professional attitude with all personnel
- report promptly each day to supervisor
- In the event of absence call supervisor

CITY SCHOOL DISTRICT
MADISON AREA PROJECT
Syracuse, New York

STEP PROGRAM

Training Objective _____ Training Center _____

Student Interne _____ Age _____ Address _____ Phone _____

Address _____ Phone _____ Director of Training Center _____

Date of Training _____ Work Hours _____ Supervisor, Student Interns _____

Coordinator, Student Training _____

.....

Exploratory: Mail Clerk

Office Etiquette

Office Routine
- answering incoming calls
- referral messages to designation
- schedule activities of office needs
- maintain office supplies

Mail Room

Routing Mail
- route outgoing interschool mail
- route incoming interschool mail

Determining Mail Rates
- weighing packages, parcels, etc.
- types of mailing procedures
- identifying postal rates

Stamping Machine
- running through school mail
- sorting to destination

Student Preparations

Daily Requirements
- observe carefully all demonstrations by supervisor
- take thorough notes of each demonstration
- practice and review each phase for the supervisor
- be prepared at any time for details of training covered
- present a clean, wholesome appearance at all times
- maintain a professional attitude with all personnel
- report promptly each day to supervisor
- in the event of absence call supervisor